

APPENDIX A

SCHOOL CLIMATE DETAILED RESULTS

Appendix A

School Climate Inventory (SCI) Data Summary for 26 Schools <i>TLCF Aggregate Data</i> SCI Section 1: Respondent Demographics: Percentages by Categories	
<i>NOTE: Percentages may not total 100% because of missing input from some respondents.</i>	
Total Years of Experience as a School Employee	
	2001-2002
5 years or less	23.4
6 - 10 years	16.7
11 - 15 years	10.1
16 - 20 years	12.1
More than 20 years	30.6
Number of Respondents	1153
Total Years of Experience at this School	
	2001-2002
Less than 1 year	10.1
1 - 5 years	31.7
6 - 10 years	19.9
11 - 15 years	9.5
More than 15 years	21.3
Number of Respondents	1153
Educational Attainment	
	2001-2002
High School Diploma or less	0.3
Associate degree or some college credit	0.5
Bachelor's degree	40.9
Master's degree	36.5
Degree beyond Master's	14.4
Number of Respondents	1153
Ethnic Background	
	2001-2002
Asian or Pacific Islander	0.3
American Indian or Alaskan Native	0.4
Black, not of Hispanic origin	8.8
Hispanic, regardless of race	0.3
White, not of Hispanic origin	81.1
Number of Respondents	1153

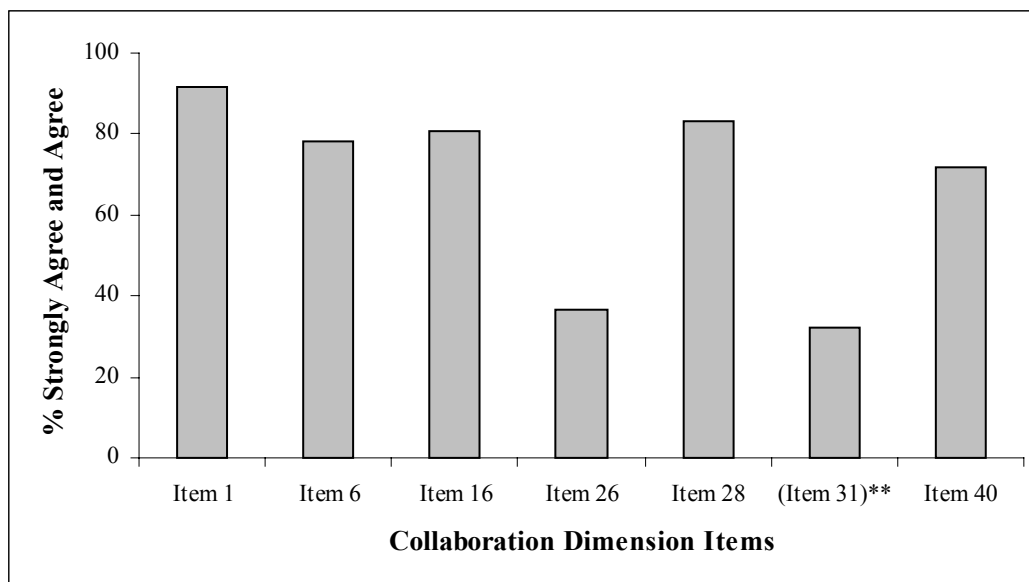
Appendix A, continued

SCI Section 1: Respondent Demographics: Percentages by Categories (continued)	
TLCF Aggregate Data	
<i>NOTE: Percentages may not total 100% because of missing input from some respondents.</i>	
Age Group	
	2001-2002
29 years or less	16.8
30 - 39 years	19.1
40 - 49 years	26.0
50 - 59 years	27.8
60 years or older	2.3
Number of Respondents	1153
Gender	
	2001-2002
Male	18.0
Female	72.2
Number of Respondents	1153

Appendix A (continued)

SCI Section 2: School Climate Dimensions <i>TLCF Aggregate Data</i>	
	<i>Percent Strongly Agree and Agree</i>
COLLABORATION Items	2001-2002
1. The faculty and staff share a sense of commitment to the school goals.	91.5
6. Students are encouraged to help others with problems.	78.0
16. Teachers are encouraged to communicate concerns, questions, and constructive ideas.	80.9
26. Students participate in solving the problems of the school.	36.5
28. Faculty and staff cooperate a great deal in trying to achieve school goals.	83.3
31. Teachers do not participate enough in decision making.	32.3
40. Most problems facing this school can be solved by the principal and faculty.	72.0
Dimension Mean*	3.77
Number of Respondents	1153

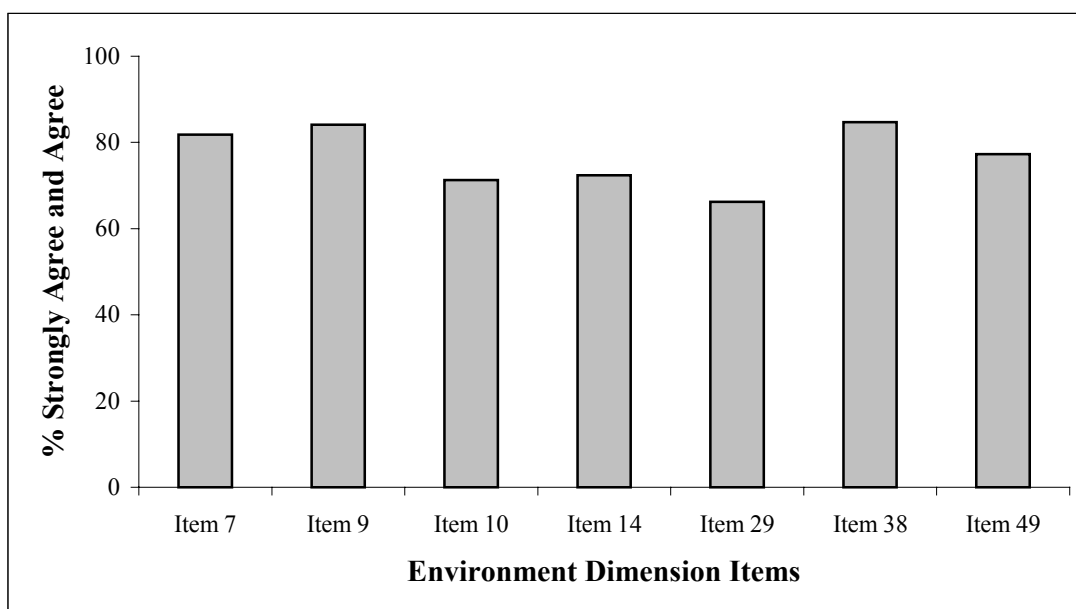
*Scale: 1 = Strongly Disagree to 5 = Strongly Agree



Appendix A (continued)

SCI Section 2: School Climate Dimensions, continued <i>TLCF Aggregate Data</i>	
	<i>Percent Strongly Agree and Agree</i>
ENVIRONMENT Items	2001-2002
7. Faculty and staff feel that they make important contributions in this school.	81.8
9. Varied learning environments are provided to accommodate diverse teaching and learning styles.	84.1
10. The school building is neat, bright, clean, and comfortable.	71.3
14. School employees and students show respect for each other's individual differences.	72.4
29. An atmosphere of trust exists among the administration, faculty, staff, students, and parents.	66.2
38. Teachers are proud of this school and its students.	84.7
49. People in this school really care about each other.	77.3
Dimension Mean*	3.93
Number of Respondents	1153

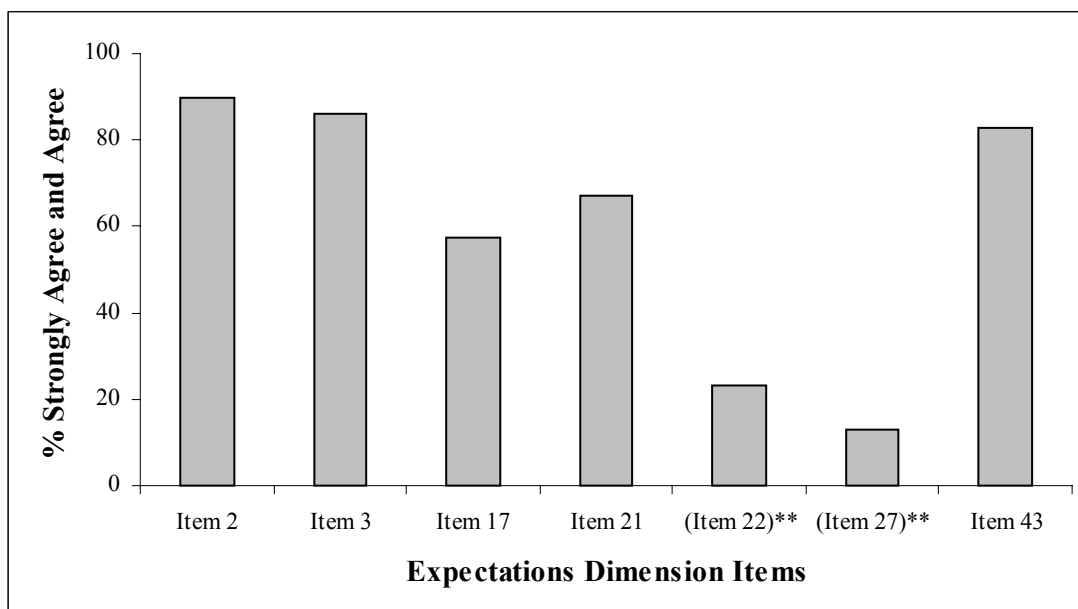
*Scale: 1 = Strongly Disagree to 5 = Strongly Agree



Appendix A (continued)

SCI Section 2: School Climate Dimensions, continued <i>TLCF Aggregate Data</i>	
	<i>Percent Strongly Agree and Agree</i>
EXPECTATIONS Items	2001-2002
2. Low achieving students are given opportunity for success in this school.	89.8
3. School rules and expectations are clearly defined, stated, and communicated.	86.2
17. Students share the responsibility for keeping the school environment attractive and clean.	57.6
21. Students are held responsible for their actions.	67.0
22. Many students in this school are not expected to master basic skills at each grade level.	23.2
27. Many students do not participate in classroom activities because of their sex, race, religion, socioeconomic status, or academic ability.	13.1
43. Teachers have high expectations for all students.	82.9
Dimension Mean*	3.88
Number of Respondents	1153

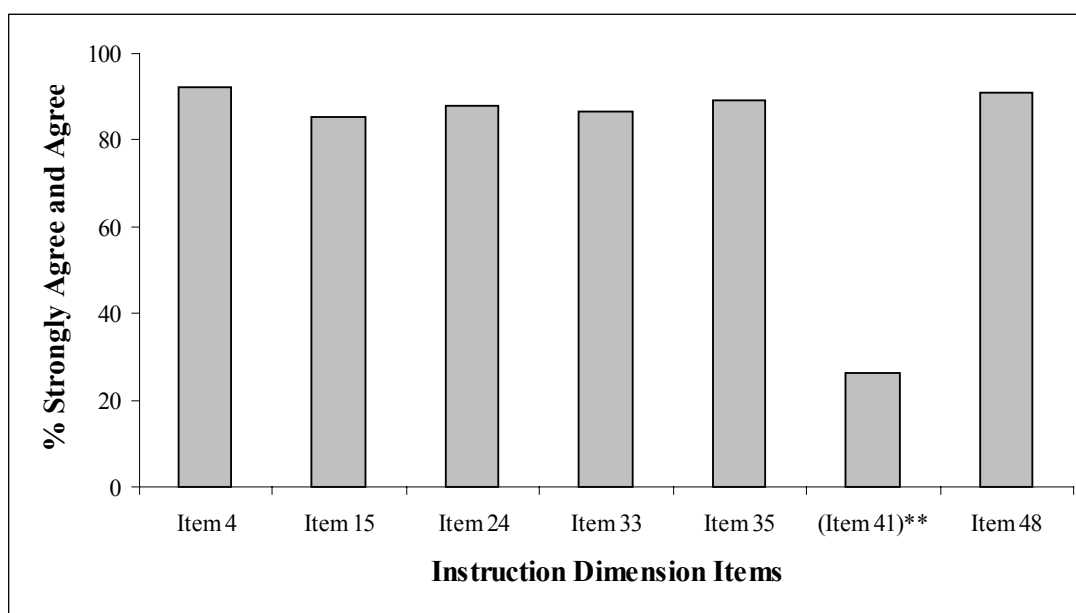
*Scale: 1 = Strongly Disagree to 5 = Strongly Agree



Appendix A (continued)

SCI Section 2: School Climate Dimensions, continued <i>TLCF Aggregate Data</i>	
	<i>Percent Strongly Agree and Agree</i>
INSTRUCTION Items	2001-2002
4. Teachers use a variety of teaching strategies or models.	92.1
15. Teachers sequence learning activities so that students can experience success at each step.	85.5
24. Teachers provide opportunities for students to develop higher-order skills.	87.8
33. Curriculum guides ensure that teachers cover similar subject content within each grade level.	86.6
35. Teachers use appropriate evaluation methods to determine student achievement.	89.1
41. Pull-out programs often disrupt and interfere with basic skills instruction.	26.3
48. Teachers use a wide range of teaching materials and media.	90.9
Dimension Mean*	4.04
Number of Respondents	1153

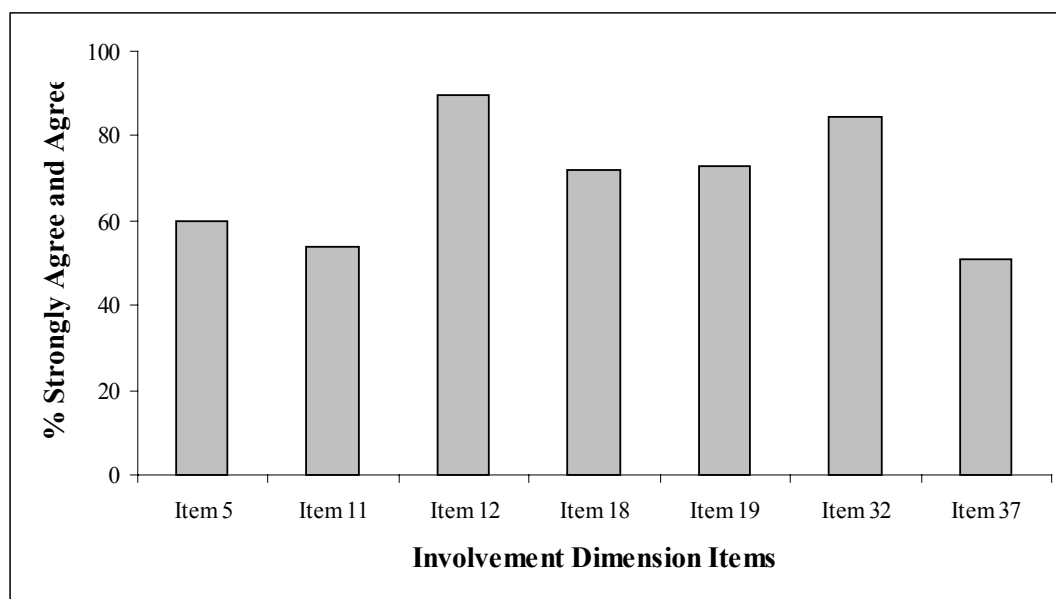
*Scale: 1 = Strongly Disagree to 5 = Strongly Agree



Appendix A (continued)

SCI Section 2: School Climate Dimensions, continued <i>TLCF Aggregate Data</i>	
	<i>Percent Strongly Agree and Agree</i>
INVOLVEMENT Items	2001-2002
5.Community businesses are active in this school.	59.9
11.Parents are involved in a home and school support network.	53.7
12.Parents are treated courteously when they call or visit the school.	89.6
18.Parents are invited to serve on school advisory committees.	71.9
19.Parent volunteers are used wherever possible.	72.7
32.Information about school activities is communicated to parents on a consistent basis.	84.6
37.Parents are often invited to visit classrooms.	50.7
Dimension Mean*	3.81
Number of Respondents	1153

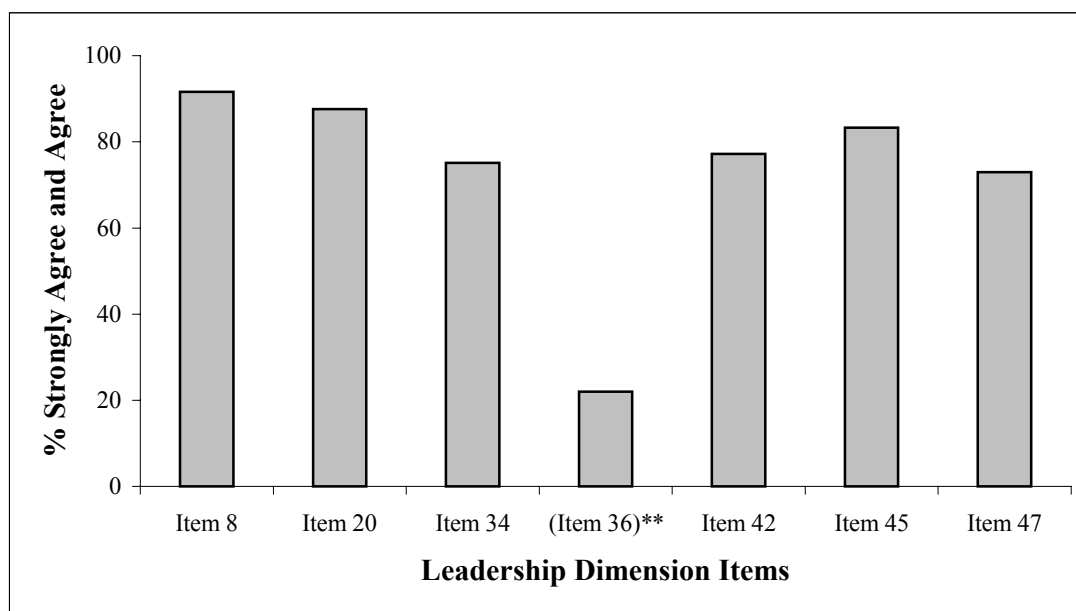
*Scale: 1 = Strongly Disagree to 5 = Strongly Agree



Appendix A (continued)

SCI Section 2: School Climate Dimensions, continued <i>TLCF Aggregate Data</i>	
	<i>Percent Strongly Agree and Agree</i>
LEADERSHIP Items	2001-2002
8. The administration communicates the belief that all students can learn.	91.6
20. The administration encourages teachers to be creative and to try new methods.	87.6
34. The administration provides useful feedback on staff performance.	75.1
36. The administrative staff does not do enough to protect instructional time.	22.0
42. The principal is an effective instructional leader.	77.2
45. The goals of this school are reviewed and updated regularly.	83.3
47. The principal is highly visible throughout the school.	73.0
Dimension Mean*	3.99
Number of Respondents	1153

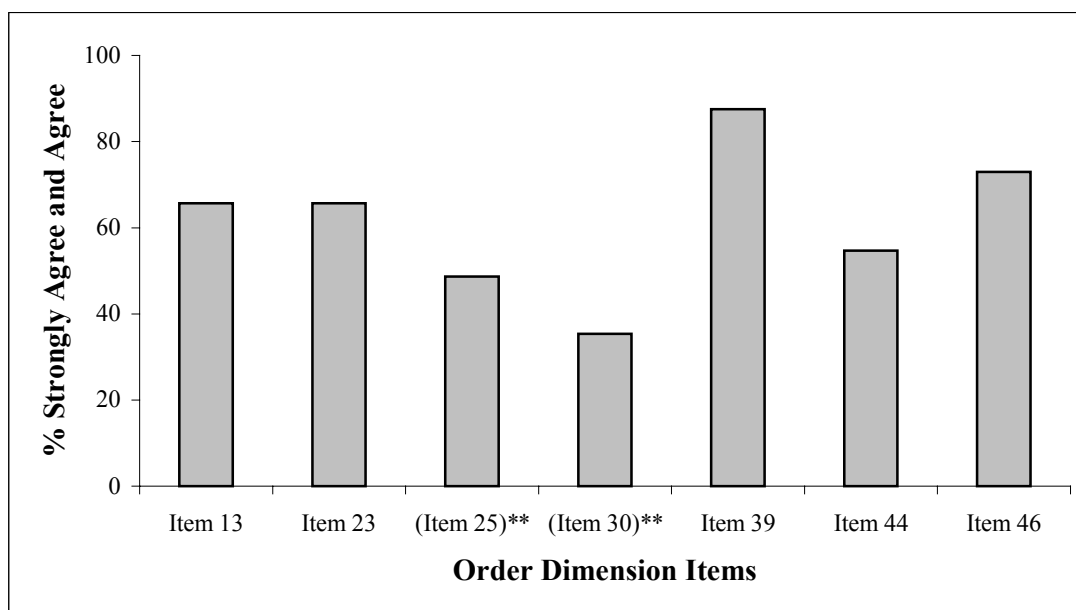
*Scale: 1 = Strongly Disagree to 5 = Strongly Agree



Appendix A (continued)

SCI Section 2: School Climate Dimensions, continued <i>TLCF Aggregate Data</i>	
	<i>Percent Strongly Agree and Agree</i>
ORDER Items	2001-2002
13. Rules for student behavior are consistently enforced.	65.7
23. Student discipline is administered fairly and appropriately.	65.7
25. Student misbehavior in this school interferes with the teaching.	48.7
30. Student tardiness and absence from school is a major problem.	35.4
39. The school is a safe and secure place in which to work.	87.5
44. Teachers, administrators, and parents assume joint responsibility for student discipline.	54.7
46. Student behavior is generally positive in this school.	73.0
Dimension Mean*	3.47
Number of Respondents	1153

*Scale: 1 = Strongly Disagree to 5 = Strongly Agree



APPENDIX B

SUMMARY TABLES FOR TECHNOLOGY COACH INTERVIEW RESULTS

Table B.1

TLCF Coach Interview: Summary of Open Ended Questions (N=57)

Question: What did you do to ensure that Goal 1 was achieved?

Goal 1 states that all teachers will have the training and support they need to help students learn using computers and the information superhighway.

Response Categories	# of Responses	% of Total Responses
Provided Training	13	22.8%
Variety of training session opportunities	12	21%
Evaluated teachers skill level and grouped them based on ability or grade level	8	14%
Provided support to teachers	7	12.2%
Resources made available to teachers	6	10.5%
Training designed and delivered by coach	6	10.5%
Training Required/ mandatory	5	8.7%
Trained other teachers to act as coaches/ mentors	5	8.7%
Work at own pace/ online/ at home	4	7%
Planned training to meet curriculum and school Improvement plans	4	7%
Designed to teach specific hardware or software	3	5.2%
Teachers involved in designing training	3	5.2%
Designed training for different learning styles	1	1.7%
TOTAL	57	

Sample Responses

What did you do to ensure that Goal 1 was achieved?

We provided twice a week after school training in software and hardware.

Met with teachers one on one.

Targeted specific skills.

Designed training for large and small groups.

Designed technology training sessions that incorporated technology.

Having some training online allowed people to access from home, work, wherever.

People could work on it on their own time which saved us from finding the time after or before school.

We focused on software products to reach our goals like TCAP objectives, training teachers in the use of software too.

I was available throughout the day.

We had training sessions with the assistant coaches where we broke into smaller groups and then they trained their own groups.

Assistant coaches came to training once a month.

Regular teachers came to a training session.

I was here to help.

Selected 12 strategically- placed mentor teachers with technology knowledge to be available for assistance.

Conducted survey to determine teachers' technical ability.

Determined which training session would be of most benefit to teachers.

Table B.2

TLCF Coach Interview: Summary of Open Ended Questions (N=49)

Question: Please describe any positive factors that helped with the achievement of Goal 1.

Goal 1 states that all teachers will have the training and support they need to help students learn using computers and the information superhighway.

Response Categories	# of Responses	% of Total Responses
Mentoring/ providing technology leaders for smaller groups	10	20.4%
Having support (Administration, Principal, Teacher and Parents)	8	16.3%
Having new hardware and equipment	6	12.2%
Ability to provide technology training	5	10.2%
Teacher enthusiasm and positive attitudes	5	10.2%
Keeping teachers comfortable/ No intimidation or embarrassment	5	10.2%
Mandatory attendance to training	3	6.1%
Flexible time to attend training/ online options	3	6.1%
Paid stipend	2	4%
Time to practice new skills	1	2%
<u>Condensed training time to ½ day</u>	1	2%
TOTAL	49	

Sample Responses

Please describe any positive factors that helped with the achievement of Goal 1.

- The positive factor was that there was not intimidation or embarrassment for teachers. The teachers could work comfortable during the one to one sessions and during the after school program that they worked with the other teachers that were at the same level.
- Having the support of the administration, the teachers, the parents and the board of education.
- Had a strong technology person in each grade level to help other teachers.
- Just the fact that we could offer the professional development was good. The county was not able to offer inservice, only content inservice was taught.
- Paid for inservices.
- Teachers had freedom, yet were required to attend training and create a lesson.
- Administrators were involved from the beginning.
- All surveys given after training were positive.
- Teachers had time to apply the new information they learned.
- Having the laptops to practice on.
- The principals, support, excitement, and new equipment.

Table B.3

TLCF Coach Interview: Summary of Open Ended Questions (N=43)

Question: Please describe any negative factors that may have negatively influenced the achievement of Goal 1.

Goal 1 states that all teachers will have the training and support they need to help students learn using computers and the information superhighway.

Response Categories	# of Responses	% of Total Responses
Negative teacher attitudes (fear, frustration)	6	13.9%
Not enough time during the day/week	5	11.6%
Other job demands (other than TLCF)	5	11.6%
Lack of subs, not allowed release time	4	9.3%
Delays in receiving equipment	3	6.9%
Availability and hardware issues	3	6.9%
Waiting for tech support	3	6.9%
Large size of staff	3	6.9%
Scheduling	2	4.6%
District not understanding our needs	1	2.3%
Started training late	1	2.3%
Grant length- 1 year	1	2.3%
Need more outside presenters	1	2.3%
Loss of Assistant Principal, who wrote the grant	1	2.3%
Not having the technology background myself	1	2.3%
District emphasis on test scores	1	2.3%
Online courses disappointing	1	2.3%
None	1	2.3%
TOTAL	43	

Sample Responses

Please describe any negative factors that may have negatively influenced the achievement of Goal 1.

- Not every teacher was receptive.
- Difficult to work in enough training time and get to everyone.
- Size of the school hindered their exposure.
- It really was not enough time unless we set aside extra sessions after school or before school.
- A major negative factor was the age, the computer literacy and the motivation level of a large number of the staff. We have several staff members that are about to retire, about 30%, and they have the attitude “I am only here to put in my time anyway” mentality. That’s a natural in the work force, but that’s one of the negative factors that influences what you’re able to do overall.
- Getting the wireless network functioning.
- Waiting for technical support.
- The number of additional after school meetings was a problem.
- The new superintendent said teachers couldn’t be pulled out for training during the school day.
- We had a good technician in the fall, but later got someone else who was not so flexible. That did put a lag in time.

- The new computers came just before the Christmas vacations, when the year was half over.
- If I were to do this over, I would have structured my time better.
- Many teachers did not want to stay after school for training.
- Huge staff to train.
- Time concerns and scheduling.
- Having a lack of substitutes or substitutes that cancelled at the last minute.

Table B.4

TLCF Coach Interview: Summary of Open Ended Questions (N=58)

Question: What did you do to ensure that Goal 2 was achieved?

Goal 2 states that all teachers and students will have modern multimedia computers in their classrooms.

Response Categories	# of Responses	% of Total Responses
Purchased new multimedia computers	12	20.6%
Purchased laptops for teachers	11	18.9%
Purchased hubs/ servers/ LCD projectors/ Scanners	9	15.5%
Purchased multimedia mobile carts	6	10.3%
Already had multimedia computers in classrooms	6	10.3%
Digital camcorders purchased	4	6.8%
Tvators purchased	4	6.8%
Printers purchased	3	5.1%
Used half the money for technology	1	1.7%
Teachers had to check out cart to use multimedia cart	1	1.7%
Helped connect equipment and get it up and running	1	1.7%
TOTAL	58	

Sample Responses

Please describe what you did to ensure that Goal 2 was achieved.

- A digital camera was purchased and placed in the library for all teacher use.
- One new computer in each classroom.
- We purchased laptops for every classroom, sometimes two new computers under Title 1. We also had Goals 2000 which purchased new computers for the lab. Software was purchased with TLCF money.
- We purchased presentation software for every team.
- Bought two wireless laptop computing labs.
- All teachers have access, but because of the size of the school, they have limited access.
- This was already in place, we have five Mac's in every classroom.
- 100% of the teachers have computers in their classrooms.
- We were able to purchase with grant money more computers so that each teacher got a multimedia computer station in their room. Each teacher got a Pentium 4, a new desktop computer, in addition to the lap top, color printer, and a large screen TV in their classrooms for display.
- Laptops were purchased for the teachers classrooms and for take home use.
- Increased computers in the lab from 14 to 25.
- All classes had at least 1 up to date computer with modem.
- Used 50% of the grant funds to purchase multimedia computers
- Approximately 30 full teacher stations were purchased.
- They already had one modern computer prior to the grant so we concentrated on getting the teacher laptops.

Table B.5

TLCF Coach Interview: Summary of Open Ended Questions (N=20)

Question: Please describe any positive factors that helped with the achievement of Goal 2.

Goal 2 states that all teachers and students will have modern multimedia computers in their classrooms.

Response Categories	# of Responses	% of Total Responses
Purchase of more computers/ equipment	7	35%
Getting the money	6	30%
Easy to use the lap tops/ able to do more in classrm now	2	10%
Committee of teachers made researched and decided how to spend the money	2	10%
Having a technician to hook everything up	1	5%
Teachers brought additional computers from home	1	5%
The training provided	1	5%
TOTAL	20	

Sample Responses

Please describe any factors that positively influenced the achievement of Goal 2.

- Teachers have computers that are fast enough to do things they could not do last year. They are able to do a lot more.
- The fact that each teacher received a lap top insured this.
- Making sure there are more computers for student use in the classrooms.
- We investigated to see what was needed and determined what the grant could best be used to accomplish.
- Apple gave us price breaks.
- A team of classroom teachers wrote the grant and made decisions about how to spend the money. The team chose wisely.
- Some teachers are bringing computers from home so that each student has a computer.
- Receiving the equipment made me feel more professional.
- The purchase of more computers and more modern and faster computers helped to free up any of the older computers to be used by students, plus students have access to the new computers.
- Having the money to purchase the new computers was a positive factor.

Table B.6

TLCF Coach Interview: Summary of Open Ended Questions (N=36)

Question: Please describe any factors that negatively influenced the achievement of Goal 2.

Goal 2 states that all teachers and students will have modern multimedia computers in their classrooms.

Response Categories	# of Responses	% of Total Responses
Not enough computers/ need more money for techn	11	30.5%
New technology arrived late in school year	4	11.1%
Had to learn too much new information quickly	4	11.1%
Equipment problems/ lack of tech support	4	11.1%
Must plan in advance to use technology	3	8.3%
None	3	8.3%
Negative teacher feelings/not all teachers got new equip	3	8.3%
Computers purchased for student use only	1	2.7%
Large size of faculty	1	2.7%
Time	1	2.7%
Teachers possessive of equipment/ not letting students use	1	2.7%
TOTAL	36	

Sample Responses

Please describe any factors that negatively influenced the achievement of Goal 2.

- The only negative factor is not having enough computers in the classroom.
- Did not include Special Education when I wrote the grant.
- Lack of technical support. Could not get the grant running as fast as we should have. Delayed school by 4-6 weeks.
- Should have purchased two smaller mobile labs since that would have been more easily moved around and more flexible for a greater number of classrooms.
- Not all teachers wanted to participate because they were uncomfortable with the technology.
- Complaints about who got more new computers and others didn't get any.
- Each classroom had a rotation schedule so they could all get computer use.
- We need at least two units of carts, right now you have to plan in advance if you want to use them.
- At the beginning of the school year, we didn't have the new computers.
- All of the computers have to be for student use. We did not purchase computers for teachers.
- It was a large grant, so there were no negative factors. We were able to do what we needed.

Table B.7

TLCF Coach Interview: Summary of Open Ended Questions (N=22)

Question: What did you do to ensure the following goal was achieved?

Goal 3 states that every classroom will be connected to the information superhighway.

Response Categories	# of Responses	% of Total Responses
Already connected	12	54.5%
Set up wireless labs/ Purchased hubs	7	31.8%
Evaluated/ Assessed needs	1	4.5%
Teacher mentors provided Internet access training	1	4.5%
District pays for Internet service	1	4.5%
TOTAL	22	

Sample Responses

- Our group of teacher mentors made sure that every teacher knew how to get on the Internet.
- Already had this done.
- Already in place for approximately 5 years.
- All classrooms are wired. We need more switches on the server.
- The district had already provided the wiring.
- I learned to reestablish the server, the internet connection lab, and learned how to reset the system.
- The infrastructure was already there.
- Made sure that every computer capable of Internet was given IP and discarded out moded computers.
- Worked with the Information Service department to make sure that all classrooms, library and laptops were connected.
- Every classroom was already connected in the main buildings but not all had computers- now all classrooms have computers.

Table B.8

TLCF Coach Interview: Summary of Open Ended Questions (N=25)

Question: Please describe any positive factors that helped with the achievement of Goal 3.

Goal 3 states that every classroom will be connected to the information superhighway.

Response Categories	# of Responses	% of Total Responses
Having tech support	6	24%
Already had Internet connections	5	20%
Money	4	16%
Wireless access	3	12%
Computers ready in classrooms for hookup	2	8%
Internet security measures in place	2	8%
Drops in classrooms already	1	4%
Freedom to move students around	1	4%
Improved classroom resources	1	4%
TOTAL	25	

Sample Responses

- The hubs made it possible to connect the network printer and ten classroom computers.
- They can now have multiple users.
- They don't have to come to the library all the time to use the computers.
- The school system saw the importance of the Internet over the last few years.
- Availability of airport cards made it possible to gain access to the Internet.
- The county networking team.
- Wireless networking made it possible.
- Money available for the purchase of the equipment.
- Already had existing connections and the wiring was ready.

Table B.9

TLCF Coach Interview: Summary of Open Ended Questions (N=27)

Question: Please describe any factors that may have negatively influenced that achievement of goal 3.

Goal 3 states that every classroom will be connected to the information superhighway.

Response Categories	# of Responses	% of Total Responses
Not enough tech support	5	18.5%
Not all classrooms wired/ ready	5	18.5%
Unreliable Internet service/ Speed too slow	5	18.5%
Time	3	11.1%
Technical problems	2	7.4%
Cost	2	7.4%
Internet lines in poor locations	1	3.7%
Teachers had to purchase extensions	1	3.7%
Lack of drops/ Internet service	1	3.7%
Filtering software too sensitive	1	3.7%
Older computers not upgradeable to use Internet	1	3.7%
TOTAL	27	

Sample Responses

- Internet line locations are not convenient in the classroom. Some teachers had to purchase, on their own, Ethernet extension cables.
- District tech support was not very timely.
- Inet was spotty 40% of the time. A lot more down time than we imagined.
- We don't have a good stable connection with one of the portables.
- We had problems with the network, only one specialist in the district.
- Had an extremely slow connection.
- Internet is faster than last year, but it still takes 3 hours to download some programs.

Table B.10

TLCF Coach Interview: Summary of Open Ended Questions (N=41)

Question: What did you do to ensure that the following goal was achieved?

Goal 4 states that effective software and online learning resources will be an integral part of every school's curriculum.

Response Categories	# of Responses	% of Total Responses
Talked to teachers/ shared information/ research	9	21.9%
Purchased software	8	19.5%
Online Internet Resources	6	14.6%
Analyzed software programs/ Researched	5	12.1%
Organized training	3	7.3%
Money to purchase software	3	7.3%
Students using software	2	4.8%
Classroom Connect used by 1/3 of the teachers	1	2.4%
Researched web sites	1	2.4%
Followed district plans	1	2.4%
Required teachers to teach 2 lessons using technology	1	2.4%
Kids reading books online	1	2.4%
TOTAL	41	

Sample Responses

- Talked to teachers about software applications to use.
- Set money aside to purchase additional software.
- Talked with teachers to determine their needs.
- Online information has been a school issue. We collaborate by gathering resources together.
- I reserved some of the money, so I could give it to the teachers to purchase their own software.
- We purchased a variety of programs with grant money such as Kid Pix, Power Point, Excel and Kidspiration.
- I helped teachers learn what is available to them over the Internet.
- Purchased multimedia software.
- Doing things like concept maps.

Table B.11

TLCF Coach Interview: Summary of Open Ended Questions (N=16)

Question: Please describe any positive factors that helped with the achievement of Goal 4.

Goal 4 states that effective software and online learning resources will be an integral part of every school's curriculum.

Response Categories	# of Responses	% of Total Responses
Grant money is a positive	3	18.7%
Time to practice	3	18.7%
Training on the software/ good instructor	3	18.7%
Freedom of software selection	2	12.5%
Taught lessons in little doses	1	6.25%
LCD's encouraged teacher use	1	6.25%
Influenced teachers/ motivated them	1	6.25%
Ability to use Microsoft Office in a variety of ways	1	6.25%
Getting kids computer access	1	6.25%
TOTAL	16	

Sample Responses

- Attaining our own website gave us easy access.
- We were able to obtain the software that we thought was necessary. The grant gave us the money we needed to accomplish this goal.
- Teachers now employ the software.
- Power Point has revolutionized how we use it in classrooms.
- I have been amazed at what the 8th grade is doing with Excel, like calculating the depreciation of loans.
- We wanted something that teachers could use at home, too. Several teachers have bought home computers and Microsoft software. Now they can practice at home.
- The willingness and excitement, ability to check out lap top computers for home use.
- The training on the software helped in the achievement of the goal.
- During the training sessions, they had three hours where they could develop a lesson. The planning time helped them out because we were there to answer questions.

Table B.12

TLCF Coach Interview: Summary of Open Ended Questions (N=29)

Question: Please describe any factors that may have negatively influenced the achievement of Goal 4.

Goal 4 states that effective software and online learning resources will be an integral part of every school's curriculum.

Response Categories	# of Responses	% of Total Responses
Lack of time	9	31%
Technical problems/ Tech support	4	13.7%
Negative teacher attitudes	4	13.7%
Teachers need help finding resources	2	6.8%
Late start on integration training	2	6.8%
Connectivity problems	1	3.4%
Portables do not have reliable access	1	3.4%
Waiting to get software installed	1	3.4%
Made bad software selection	1	3.4%
Unable to search the internet	1	3.4%
Wiring out of date	1	3.4%
Need more software	1	3.4%
<u>Large size of school</u>	1	3.4%
TOTAL	29	

Sample Responses

- We had connecting problems at first with Classroom Connect.
- Online courses were too basic and not well received by the teachers.
- Our wiring is out of date which led to trouble with Class Works and access to a lot of groups was very slow.
- Teachers complained that it takes too long to search for online resources.
- Teachers rely on the coach for websites.
- Takes lots of time and you've only covered the tip of the iceberg.
- Teachers are not able to use the computers, not being able to use the software because of the hardware problems or problems with the software.

Table B.13

Technology Coach Responsibilities

Key Responsibilities	
Describe your involvement, if any, with <i>designing technology training</i> sessions.	<ul style="list-style-type: none"> designed all the training and was fully responsible for making it happen assessed and evaluated teachers needs collaborated with teachers created mentors/ peer technology coaches for smaller group training
What types of <i>technology training did you personally deliver</i> ?	<ul style="list-style-type: none"> Basic computer care, windows operations, laptop care, trouble shooting Demonstrated specific pieces of software (Word, Power Point, Inspiration, Plato, Marco Polo, Excel, etc.) Internet training Trained small and large groups
How did you <i>research and assist teachers with their technology needs</i> ?	<ul style="list-style-type: none"> Administered surveys/ needs assessments Established competency levels Teacher input Visited classrooms
Describe some ways that <i>you provided motivation towards the goal of infusing technology</i> into your school.	<ul style="list-style-type: none"> Verbal praise, motivation and encouragement Offered rewards (stipends, gift certificates, chocolates) Acted as a good role model Shared good works with school community
Provide some examples of how <i>you modeled technology integration</i> .	<ul style="list-style-type: none"> Taught lessons that integrated technology Provided examples of integration One-on-one help designing lessons Demonstrated technology use
What approaches did you use to <i>coach teachers on using technology in their classrooms</i> ?	<ul style="list-style-type: none"> Individual coaching Mentors Demonstration/ Hands-on practice time Open-door policy
Describe any <i>visits that you made to other schools to observe best practices</i> .	<ul style="list-style-type: none"> Did not visit other schools Observed some high tech classes Have scheduled time in the future to visit Impressed with their end products, got many ideas
a. How did you select the school(s)?	<ul style="list-style-type: none"> Word-of-mouth Proximity Meetings were held there Pre-determined by grant
b. How did the visit impact what you did as a coach?	<ul style="list-style-type: none"> Learned new techniques Able to see the possibilities for the future Get new ideas Recognized we were on track

Table B.13

Technology Coach Responsibilities, continued

Did the professional development at your school include <i>inviting exemplary teachers to provide workshops</i> for teachers? If yes, please describe how this approach worked	<ul style="list-style-type: none"> • Worked well, teachers were enthusiastic to have outsiders come in to train • Staff teachers demonstrated technology skills • Wish we could have done more • Increased comfort level
Technology Support	
Please describe why or why not the following statement from the TLCF Request for Proposals is reflective of your role during the past year:	<ul style="list-style-type: none"> • Unrealistic quote/ I'm seen as the tech person. • Necessary to do some small tech support jobs • Able to keep that work to a minimum with outside tech support help • Used Title 1 money to bring in the tech support • Principal reminded teachers I was not there as tech support
Expanded Comments	
What key skills and expertise is needed to be a successful technology coach?	<ul style="list-style-type: none"> • Computer skills/ Troubleshooting • People skills/ communication skills • Knowledge of teaching standards • Willingness to keep learning
What key personal characteristics needed to be a successful technology coach?	<ul style="list-style-type: none"> • Patience • Vision • Motivation • Organized • Fast learner • Personable/ Works well with others
What primary factors would enhance a school's ability to have a successful technology coach program?	<ul style="list-style-type: none"> • Money and time for training • Admin support/ effective leadership • Have a coach that's familiar with the curriculum • District tech support
What primary factors would inhibit a school's ability to have a successful technology coach program?	<ul style="list-style-type: none"> • Lack of support (Administrative and Tech) • Lack of funding/ resources • Negative school attitude • Too many restrictions
What was the most rewarding aspect of being technology coach?	<ul style="list-style-type: none"> • Witnessing the positive changes/ individual growth • Working so close with teachers one-on-one • Learning new things • Positive results with the students
What was the most challenging aspect of being a technology coach?	<ul style="list-style-type: none"> • Time frame/ time management • Getting teachers over the fear of technology • Teacher motivation • Large faculty • Administrative part of the job

Table B.13

Technology Coach Responsibilities, continued

What could be done to increase the effectiveness of technology coaches?	<ul style="list-style-type: none"> • Training for the coaches before the school year started • More time to collaborate with other coaches • Additional support (County, District, Parents, Teachers, etc) • Longer period of time for the grant
Describe how your administration supported your technology coaching efforts.	<ul style="list-style-type: none"> • Support • Encouraged teachers to attend training • Attended training with us • Offered encouragement • Gave me freedom
Describe how the size of your school impacted your ability to provide support, training and coaching to the teachers in your school.	<ul style="list-style-type: none"> • Too large is negative • Smaller has more chance for one-on-one individualized attention • Small size was nice and manageable • Hard to reach every classroom and all the teachers for big schools
Describe how you would follow-up with teachers after they participated in training.	<ul style="list-style-type: none"> • Checking with them after • Visiting their classrooms • Look at their projects • Ask them how it went
Describe how the training met the needs of specific groups such as grade level and subject area.	<ul style="list-style-type: none"> • Grouped by skill level • Grouped by subject area/ grade level
Describe how teachers were involved in determining the types of training needed.	<ul style="list-style-type: none"> • Surveys • Questionnaires • Interviews • Private conversations • Needs analysis
Any other comments you would like to share?	<ul style="list-style-type: none"> • Want the program to continue another year • Next year we'll see the real results • Been a great year. • Great to see what the kids are doing. • It's been a challenging and rewarding experience